

Curriculum Guide  
Fourth Grade General Music

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## **INTRODUCTION**

This Fourth Grade General Music Curriculum Guide continues the sequence of instruction outlined in the first three volumes of our Elementary General Music Curriculum. The first three volumes, written in the summers of 2007, 2008, and 2009, describe the curriculum for the General Music program from Kindergarten through Third Grade.

In this fourth volume we have followed the same structure and layout used in the first three volumes. We believe this familiar layout will aid the user in accessing and using the resources of this newly developed curriculum guide. The document begins with a listing of several broad outcomes, specifically geared to the developmental needs of a fourth grade student, which build upon the outcomes of the earlier grades. Following these broad outcomes is a variety of specific activities and musical examples which support the teaching and learning of the outcomes. As a reference, and to assist the reader in understanding the flow of the curriculum from one grade to the next, this document first lists the outcomes for Kindergarten through Third Grade followed by a listing of the Fourth Grade outcomes.

The Hicksville Public Schools Elementary General Music Curriculum emphasizes learning through active participation by all students. With this in mind, the guide takes each outcome and describes several teacher directed activities which foster student development of the skill, knowledge or behavior specified in the outcome. In general, these activities include singing and learning about folksongs and other song literature, participating in singing games, participating in movement activities and dances, manipulating objects in time to music, solfege singing, reading and writing music notation, and performing on instruments. The instruments used include various pitched and un-pitched percussion instruments as well as the recorder. The use of the recorder supports the development of music literacy, develops the students' ability to translate the notes on a page into solo and ensemble musical performances, and helps lay the groundwork for further study of an orchestra or band instrument.

The New York State Standards learned through student participation in each activity are listed in parenthesis. For most activities, one or more specific examples of songs that can be used for the activity are given, with an indication in parenthesis of the source in which they can be found. Where the song also reinforces student learning of grade level standards in another subject area, that subject is specified in brackets.

At the end of the guide, a listing of the sources referenced is given, along with a legend indicating the abbreviations used throughout the guide to indicate each source.

The outcomes, and activities listed within each outcome, are derived from and will enable students to achieve the New York State Learning Standards for music in ways most appropriate for, and optimized to the developmental needs of, Fourth Grade students.

The New York State Learning Standards for the arts are:

- I. Creating, performing and participating in the arts
- II. Knowing and using arts materials and resources
- III. Responding to and analyzing works of art
- IV. Understanding the cultural dimensions and contributions of the arts

## **KINDERGARTEN OUTCOMES**

Students will learn to sing in tune and on pitch.

Students will learn to discriminate between high and low.

Students will learn to discriminate between fast and slow.

Students will learn to discriminate between loud and soft.

Students will learn to discriminate between long and short sounds.

Students will learn to demonstrate a steady beat.

Students will learn to coordinate movement with music in the form of simple dances, circle games and creative movement through space.

## **FIRST GRADE OUTCOMES**

Students will learn to sing in tune and on pitch with more consistency.

Students will learn to demonstrate a steady beat with more consistency.

Students will learn to identify and read rhythmic notation using ta, ti ti and rest.

Students will learn to identify and read melodic notation using Sol, La, Mi, and later Re and Do, both from Kodaly hand signs and staff notation.

Students will learn to coordinate movement with music in the form of dances, more complex circle games and creative movement.

## **SECOND GRADE OUTCOMES**

Students will sing in tune and on pitch with more consistency.

Students will demonstrate a steady beat with more consistency at different tempi within duple and triple meters.

Students will learn to identify, read and write rhythmic notation using ta-ah and half rest. Previous rhythms learned (ta, ti-ti, and quarter rest) will be reinforced within both duple and triple meters.

Students will learn to identify and read melodic notation using low La, low Sol and high Do, both from Kodaly hand signs and staff notation. Previous notes learned (Sol, La, Mi, Re, Do) will be reinforced.

Students will learn to sing and play simple two-part songs, introducing the concept of harmony.

Students will learn to identify the following musical symbols: staff, treble clef, bar line, measure, double bar line, repeat sign, quarter note, quarter rest, half note, half rest.

Students will coordinate movement with music in the form of more complex dances, circle games and creative movement.

Students will learn to identify, create, and perform music that uses simple forms (AB, ABA).

## **THIRD GRADE OUTCOMES**

Students will sing in tune and on pitch with more consistency.

Students will demonstrate a steady beat with more consistency at different tempi within duple and triple meters.

Students will learn to identify, read and write rhythmic notation using ti-ri-ti-ri (sixteenth notes), ta-ah-ah (dotted half note), ta-ah-ah-ah (whole note) and whole rest. Previous rhythms learned (quarter note, eighth notes, quarter rest, half note, half rest) will be reinforced within both duple and triple meters.

Students will identify, read and write melodic notation using all notes previously learned (Sol, La, Mi, Re, Do, low La, low Sol and high Do), both from Kodaly hand signs and staff notation. Students will also learn Fa and Ti in the context of the diatonic scale.

Students will sing and play two-part songs, reinforcing the concept of harmony.

Students will learn to identify the following musical symbols: whole note, whole rest, dotted half note, eighth notes, sixteenth notes, 1<sup>st</sup> and 2<sup>nd</sup> ending, D.C. al Fine and dynamics (pp, p, mp, mf, f, ff). Students will also reinforce musical symbols previously learned.

Students will coordinate movement with music in the form of more complex dances, circle games and creative movement.

Students will learn to identify, create and perform music that uses Rondo form (ABACADA...) as well as simple forms previously learned.

Students will learn to identify the instruments of the band and orchestra.

Students will learn to identify the letter names of the treble clef.

Students will develop and apply musical skills through the use of the recorder.

## **FOURTH GRADE OUTCOMES**

Students will sing in tune and on pitch with more consistency.

Students will demonstrate a steady beat with more consistency at different tempi within duple and triple meters.

Students will learn to identify, read and write rhythmic notation using ti-ti-ri (eighth note and sixteenth notes) and ti-ri-ti (sixteenth notes and eighth note). The concept of upbeat (anacrusis) using an eighth note or quarter note will also be introduced and explored. Previous rhythms learned (quarter note, eighth notes, quarter rest, half note, half rest, sixteenth notes, dotted half note, whole note, whole rest) will be reinforced within both duple and triple meters.

Students will identify, read and write melodic notation using the entire diatonic scale, both from Kodaly hand signs and staff notation. The notes Fa and Ti will be reinforced.

Students will sing and play two and three-part songs, utilizing round, partner songs and descants to reinforce the concept of harmony.

Students will learn to identify the following musical symbols: eighth note, eighth rest, sixteenth note, sixteenth rest, flat, sharp, natural, fermata, bass clef and D.S. al Fine. Students will also reinforce musical symbols previously learned. (AB, ABA, Rondo Form)

Students will coordinate movement with music in the form of more complex dances, circle games and creative movement.

Students will learn to identify and understand the concepts of Introduction, Interlude and Coda as they relate to Form. Forms previously learned will be reinforced.

Students will develop an understanding of programmatic music through guided listening of instrumental repertoire.

Students will develop and apply musical skills through the use of the recorder.

I. Students will sing in tune and on pitch with more consistency.

Suggested Activities:

- A. Echo melodic phrases using the pitches of the diatonic scale, using and understanding correct terminology and Kodaly hand signs. (SS1,3)
- B. Echo new songs phrase by phrase. (SS1)
- C. Sing call-and-response songs and echo songs, utilizing notes of the diatonic scale. (SS1, 3, 4)

Examples:

- “Over My Head” (SB) [Social Studies]
- “Limbo Like Me” (SB) [Social Studies]
- “Pay Me My Money Down” (SB) [Social Studies]
- “Blow, Boys, Blow” (SA) [Social Studies]
- “Down by the Bay” (H)
- “Sally Don’t You Grieve” (H)

- D. Utilizing any of the song material above, echo patterns with listening tube to model teacher’s example. (SS1, 2, 3, 4)

II. Students will demonstrate a steady beat with more consistency at different tempi within duple and triple meters.

Suggested Activities:

- A. Demonstrate steady beat through movement and body percussion. (SS1, 3, 4)

Examples:

- “Bundle-Buggy Boogie Woogie” (SB)
- “At the Hop” (SB)
- “Turn the Beat Around (SB)
- “Doraji” (Bluebells”) (SB) [Social Studies]



- B. Demonstrate the difference between steady beat and rhythm through the use of movement, instruments and voices. (SS1, 2, 3)

Examples:

- Divide the class into two groups. One group performs the beat; one group performs the rhythm using any combination of body percussion, classroom instruments and voices.
- “The Slaves of Job” (SG)
- “Obwisana” (SG)
- In small groups and/or individually, students create a pattern to pass an object to the beat. Body percussion may be incorporated into the pattern.
- “Son macaron” (S)
- “Quack Diddledeoso” (T)

III. Students will learn to identify, read and write rhythmic notation using ti-ti-ri (eighth note and sixteenth notes) and ti-ri-ti (sixteenth notes and eighth note). The concept of upbeat (anacrusis) using an eighth note or quarter note will also be introduced and explored. Previous rhythms learned (quarter note, eighth note, quarter rest, half note, half rest, sixteenth notes, dotted half note, whole note, whole rest) will be reinforced within both duple and triple meters.

Suggested Activities:

- A. Echo-clap three and four-beat patterns to introduce new terminology and reinforce previously-learned terminology. (SS1)
- B. Identify rhythms using syllables from teacher-clapped patterns. (SS3)
- C. Notate rhythm patterns using lap boards, chalkboard and paper. (SS1, 2, 3)

D. Arrange prepared rhythm cards in proper order to simple songs. (SS2, 3, 4)

E. Identify and demonstrate rhythm patterns using ti-ti-ri ( ) and tri-ri-ti ( ) in both new and old songs. (SS1, 3, 4)

Examples for                      and                      :

- “Ala Da ‘Lona” (SB) [Social Studies]
- “Sourwood Mountain” (SB) [Social Studies]
- “Weevily Wheat” (SB) [Math]
- “Brave Boys” (SA) [Social Studies]
- “The Keeper” (JT)
- “Happiness Runs” (H)

Examples for upbeat (anacrusis):

- “Soldier, Soldier” (SB) [Social Studies]
- “Haul Away, Joe” (SB) [Social Studies]
- “Deep in the Heart of Texas” (SB) [Social Studies]
- “Sonando” (SB)
- “Straighten Up and Fly Right” (SB)
- “The North Wind Doth Blow” (SB) [ELA]
- “Now All the Woods are Waking” (W)
- “The Riddle Song” (K)

F. Create rhythmic ostinati to familiar songs, using Orff and/or rhythm instruments and voices. (SS1, 2, 4)

G. Improvise question-and-answer rhythm patterns using                      and                      , as well as previously-learned rhythms. (SS1)

- IV. Students will identify, read and write melodic notation using the entire diatonic scale, both from Kodaly hand signs and staff notation. The notes Fa and Ti will be reinforced.

Suggested Activities:

- A. Echo, then sight-sing, melodic patterns using Kodaly hand signs to reinforce previously-learned melodic terminology. (SS1)
- B. Notate simple melodic patterns in various combinations of the notes of the diatonic scale. (SS1, 2, 3)
- C. Learn new song material to reinforce Fa and Ti. (SS1, 3, 4)

Examples for reinforcing Fa and Ti:

- “America the Free” (SB) [Social Studies]
  - “Over the Rainbow” (SB) [ELA]
  - “Dayenu” (SB)
  - “The Old Chisolm Trail” (K) [Social Studies]
  - “Billy Barlow” (K)
  - “New River Train” (K)
  - “Son macaron” (SB)
- D. Identify pitches using solfege syllables from diatonic song material. (SS1, 3, 4)

Examples:

- “The Computer” (SB)
  - “The Happy Wanderer” (SB)
  - “Sing a Little” (H)
  - “Frog Music” (SB) [Science]
  - “One Cold and Frosty Morning” (H)
- E. Improvise question-and-answer melodic patterns using voices and/or Orff instruments, utilizing the entire diatonic scale. (SS1, 2, 3)

- V. Students will sing and play two and three-part songs, utilizing rounds, partner songs and descants to reinforce the concept of harmony.

Suggested Activities:

A. Sing two and three-part songs. (SS1, 4)

Examples:

- “Little David, Play on Your Harp” (SB)
- “Circle ‘Round the Moon” (SB)
- “A Merry Modal Christmas” (SB)
- “Shake the Papaya Down” (SB) [Social Studies]
- “Zum Gali Gali” (H) [Social Studies]
- “The Instruments” (H)

B. Sing two and three-part rounds. (SS1, 4)

Examples:

- “Peace Round” (SB)
- “This Pretty Planet” (SB) [Social Studies]
- “Oh How Lovely Is The Evening” (SB)
- “Ah, Poor Bird” (SB)
- “Hey Ho! Anybody Home” (H)
- “Kookaburra” (H)
- “Johnny Has Gone For a Soldier” (W)
- “C-O-F-F-E-E” (W)

C. Sing partner songs. (SS1, 4)

Examples:

- “Sambalele” (SB) [Social Studies]
- “Seagull, Seagull, Sit on the Shore” (SB)
- “Turn the World Around” (SB)
- “Winter Fantasy” (SB)

D. Add vocal and/or instrumental descants to songs. (SS1, 2, 3, 4)

Examples:

- “Cycle Song of Life” (SB) [Science]
- “Gather Round” (H)
- “The Colorado Trail” (H) [Social Studies]
- “Brethren in Peace Together” (H)
- Students create descants to familiar songs, then perform them either on Orff instruments or vocally.

VI. Students will learn to identify the following musical symbols: eighth note, eighth rest, sixteenth note, sixteenth rest, flat, sharp, natural, fermata, bass clef and D.S. al Fine. Students will also reinforce musical symbols previously learned.

Suggested Activities:

A. Introduce the musical symbols for new notes and rests ( ) through the use of song material and flashcards. Reinforce previously learned notes and rests ( ) in the same manner. (SS1, 2, 3)

Examples for                      and                      :

- “Sailing Down My Golden River” (SB)
- “Yibane amenu” (SB)
- “Woke Up This Morning” (H) [Social Studies]
- “Four White Horses” (W)

Examples for                      and                      :

- “Love Can Build a Bridge” (SB)
- “Who Killed the Robin” (JT)
- “The Keeper” (JT)

B. Learn new song material to introduce flat, sharp, natural, fermata, bass clef and D.S. al Fine. (SS1, 3, 4)

Examples for flat, sharp, natural:

- “Bogando a la luz del sol” (SB)
- “Theme from New York, New York” (SB)
- “Minka” (SB)
- “French Cathedrals” (H) [Social Studies]
- “Old Joe Clark” (SG)

Examples for fermata:

- “My Momma Told Me” (H)
- “Shri Ram, jai Ram” (SB) [Social Studies]
- “There Was a Man and He Was Mad” (JT) [ELA]
- “Let the Bullgine Run” (SA) [Social Studies]
- “Push the Business On” (JT)

Examples for bass clef:

- “Circle ‘Round the Moon” (SB)
- “Are You Sleeping” (H)

Examples for D.S. al Fine:

- “Love Can Build a Bridge” (SB)
- “Turn the Beat Around” (SB)

C. Play “Around the World” game using music flashcards of new and previously – learned symbols. (SS2, 3)

D. Play team games where students compete to earn points by identifying musical symbols from flashcards. (SS2, 3)

E. Locate and identify musical symbols from printed song material. (SS2, 3, 4)

VII. Students will coordinate movement with music in the form of more complex dances, circle games and creative movement.

Suggested Activities:

- A. Perform patterned circle and line dances, increasing in complexity throughout the year. (SS1, 4)

Examples:

- “Cumberland Gap” (SB) [Social Studies]
- “La Raspa” (SB)
- “My Home’s Across the Blue Ridge Mountains” (SB) [Social Studies]
- “Sioux Grass Dance” (H) [Social Studies]
- “Sailing on the Ocean” (SG) [Science]
- “Zudeo” (W)

- B. Play circle games that require more complex movement to music. (SS1, 3, 4)

Examples:

- “Paw Paw Patch” (SB) [Science]
- “Ochimbo” (SB) [Science]
- “Sailboat in the Sky” (SB)
- “Tennessee Wig Walk” (H) [Social Studies]
- “The Roman Soldiers” (SG) [Social Studies]

- C. Perform songs which require adding creative movement to music. (SS1, 3, 4)

Examples:

- “Gakavik” (SB) [Social Studies]
- “Walk in Jerusalem” (SB)
- “ABACA Dabble” (SB)
- “I’s the B’y” (SG) [Science]

VIII. Students will learn to identify and understand the concepts of Introduction, Interlude and Coda as they relate to Form. Forms previously learned will be reinforced. (AB, ABA, Rondo Form).

Suggested Activities:

- A. Perform and identify Introduction, Interlude and Coda in song material. (SS1, 2, 3, 4)

Examples:

- “Cement Mixer” (SB)
- “La copa de la vida” (SB) [Social Studies]
- “Little Shop of Horrors” (SB) [ELA]
- “Janišek the Highwayman” (H) [Social Studies]
- “So Long, It’s Been Good to Know You” (H)

- B. Identify Introduction, Interlude and Coda in instrumental musical examples through guided listening. (SS3, 4)

Examples:

- Old American Songs, “The Boatman’s Dance” (SB) [Social Studies]
- “Dúlamán” (SB) [Social Studies]
- “Funeral March of a Marionette” (H)
- “Sleigh Ride” (T)

- C. Identify and review Rondo form, using new song material and listening examples (SS1, 3, 4)

Examples:

- Acadian Songs “Walking Song” (SB)
- Carnival of the Animals “Fossils” (SB) [Social Studies]
- “La raspa” (SB) [Social Studies]
- “Orfferondo” (SB)



- D. Identify and perform previously-learned forms in new song material (SS1, 3, 4)

Examples:

- “Rock Island Line” (SB) [Social Studies]
- “Three Little Birds” (SB)
- “Wade in the Water” (SB) [Social Studies]
- “Follow the Drinkin’ Gourd” (SB) [Social Studies]
  
- “Big Rock Candy Mountain” (SB)
- “The Wells Fargo Wagon” (H) [ELA, Social Studies]

- E. Create movements or choreograph dances representing various forms, incorporating Introduction, Interlude and Coda. (SS1, 3)

- F. Compose an Introduction, Interlude and Coda to familiar songs using melodic and/or percussion instruments. (SS1, 2, 3, 4)

- IX. Students will develop an understanding of programmatic music through guided listening of instrumental repertoire.

Suggested Activities:

- A. Listen to musical excerpts while following a listening map (SS2, 3, 4)

Examples:

- “Galop” from Masquerade Suite (SB)
- “Dúlamán” (SB) [Social Studies]
- “The Little Train of the Caipira” (H)

- B. Listen to musical excerpts and answer questions related to the stories and meanings depicted in the music. (SS2, 3, 4)

Examples:

- “1812 Overture” (SB) [Social Studies]
- “Birds in the Forest” (SB)
- “Spring” from The Seasons (SB) [Science]

- C. Respond to musical excerpts by creating movements and/or dramatizations. (SS2, 3, 4)

Examples:

- “Nruab hnub thiab hmo ntuj” (SB) [ELA]
- “In the Hall of the Mountain King”
- “Flight of the Bumblebee”
- “Nuages” from Nocturnes (H) [ELA, Science]
- Excerpts from Carnival of the Animals [Science]

- D. Draw pictures, cartoon strips and/or storyboards while listening to musical excerpts to depict what the music suggests (SS2, 3, 4)

Examples:

- “The Hut of Baba Yaga” from Pictures at an Exhibition (SB)
- “Third Piece/First Piece” from Six Pieces for Orchestra (H)

- E. View various video materials and discuss how the programmatic music is represented. (SS2, 3, 4)

Examples:

- “The Nutcracker Suite”
- “Peter and the Wolf”
- “The Sorcerer’s Apprentice”
- Excerpts from Fantasia and Fantasia 2000
- Excerpts from Make Mine Music

- X. Students will develop and apply musical skills through the use of the recorder.

Suggested Activities:

- A. Echo rhythm patterns to introduce the notes C and D. (SS1, 2)
- B. Play patterns using combinations of new and previously-learned notes (BAGCD). Teacher sings pattern using letter names and students repeat on recorder. (SS1, 2)
- C. Play songs using G, A, B, C and D. (SS1, 2, 4)

Examples:

- “Merrily We Roll Along” (T)
  - “Ode to Joy” (SB)
  - “Jingle Bells” (T)
  - “Go Tell Aunt Rhody” (K)
  - “Oats, Peas, Beans and Barley Grow” (T)
  - “Whistle, Daughter, Whistle” (K)
  - “Oranges, Lemons” (K)
  - “The Lion Sleeps Tonight” (SB)
  - “Do You Know Who I Am” (SB)
- D. Create simple accompaniments to familiar songs using all notes learned. (SS1, 2, 3, 4)

Other resources for recorder:

Recorder Time – Gerald and Sonya Burakoff

Duet Time – Gerald and Sonya Burakoff

Easy 8 – Don Muro

Let’s Sing and Play – Peg Hoenack

Sing, Clap and Play

Recorder Fun

Recorder Karate

## Resources Referenced

## Abbreviation

<i>120 Singing Games and Dances for Elementary Schools</i> by Lois Choksy and David Brummitt Copyright 1987 by Prentice-Hall, Inc.	<b>SG</b>
<i>Folk Songs, Singing Games, and Play Parties</i> Volumes I-III By Jill Trinka	<b>JT</b>
<i>Holt Music</i> By Barbara Andress, Eunice Boardman Meske, Mary P. Pautz, and Fred Willman Copyright 1988 by Holt, Rinehart, and Winston, Publishers	<b>H</b>
<i>The Kodaly Method</i> By Lois Choksy Copyright 1988, Prentice Hall	<b>K</b>
<i>Sail Away</i> 155 American Folk Songs to sing, read and play Selected and Edited by Eleanor G. Locke Copyright 1988 by Boosey & Hawkes, Inc.	<b>SA</b>
<i>Silver-Burdett Making Music</i> Copyright 2005, Pearson Education, Inc.	<b>SB</b>
Traditional Folk Song	<b>T</b>
<i>A Workshop of Songs, Games and Dances</i> Booklet from a workshop presented by Janie Thurber and Shirley Wilson Hicksville Public Schools, Hicksville, NY, November, 1994	<b>W</b>